



RESEARCH STUDENT INDUCTION PROGRAM

ROLE PERCEPTION RATING SCALE (RPRS)

This questionnaire is designed to assist supervisors and students through the process of postgraduate supervision. It is based on the assumption that some basic issues underpin effective supervision and that discussion of these issues will lay the foundations for a good working relationship.

Read each pair of statements listed on this sheet. Each expresses a standpoint supervisors and students may take. However, you may not agree fully with either of the statements. Please estimate your position and mark it on the scale. For example, if you believe very strongly that supervisors should select the research topic you would circle '1' on scale 1; if you believe that is a student prerogative, you would circle '5'. If you think it is a shared, negotiated responsibility, circle '3'. You should be particularly looking for patterns (e.g. a tendency to 1s or 5s) which indicate strong disagreement between student and supervisor. This would form the basis for negotiation. However, it is important to remember that there is no 'right' answer — these are expectations.

Student name:

Supervisor/s names:

Topic/course of study			
1.	It is a supervisor's responsibility to select a promising topic	1 2 3 4 5	It is a student's responsibility to select a promising topic
2.	In the end, it is up to the supervisor to decide which theoretical frame of reference is most appropriate	1 2 3 4 5	A student has a right to choose a theoretical standpoint even if it conflicts with that of the supervisor
3.	A supervisor should direct a student in the development of an appropriate program of research and study	1 2 3 4 5	A student should be able to work out a schedule and research program appropriate to his/her needs
4.	A supervisor should ensure that a student has access to all necessary facilities	1 2 3 4 5	Ultimately, the student must find the necessary facilities to complete his/her research

Contact/Involvement			
5.	Supervisor-student relationships are purely professional and personal relationships should not develop	1 2 3 4 5	Close personal relationships are essential for successful supervision
6.	A supervisor should initiate frequent meetings with a student	1 2 3 4 5	A student should initiate meetings
7.	A supervisor should check constantly that a student is on track and working consistently	1 2 3 4 5	Students should work independently and not have to account for how they spend their time
8.	A supervisor should terminate the candidature if she/he thinks a student will not succeed	1 2 3 4 5	A supervisor should support the student regardless of his/her opinion of the student's capability

The Thesis			
9.	A supervisor should ensure that the thesis is finished not much later than the minimum period	1 2 3 4 5	As long as a student works steadily she/he can take as long as she/he needs to finish the work
10.	A supervisor has direct responsibility for the methodology and content of the thesis	1 2 3 4 5	A student has total responsibility for ensuring that the methodology and content are appropriate to the discipline
11.	A supervisor should assist in the actual writing of the thesis if the student has difficulties, and should ensure that the presentation is flawless	1 2 3 4 5	A student must take full responsibility for presentation of the thesis, including grammar and spelling
12.	A supervisor should insist on seeing drafts of every section of the thesis in order to review them in a timely fashion	1 2 3 4 5	It is up to a student to ask for constructive criticism from a supervisor

(Ryan & Whittle, 1995, adapted from Moses, 1985)